

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814

April 13, 1978

77-7841

TO: Professional and Lay Organizations
Deans and Heads of Education and Directors of Teacher Education
County Superintendents
District Superintendents

FROM: Peter LoPresti, Executive Secretary *Phh.*
Commission for Teacher Preparation and Licensing

SUBJECT: Implementation of New Statutory Requirements for Special Education Training of Teachers and Administrators

The enclosed questionnaire is the first step in developing guidelines to meet Special Education requirements for regular teachers and administrators.

This questionnaire has been developed by the State Department of Education and the Commission for Teacher Preparation and Licensing as mandated by AB 1250, Section 67.5, which reads: "The Commission for Teacher Preparation and Licensing and the Department of Education shall cooperate in developing requirements that will ensure that all individuals receiving a clear teaching credential, except a Designated Subjects teaching credential, or an Administrative Services credential after July 1, 1979, shall have received training in the needs of, and methods of providing educational opportunities to, individuals with exceptional needs."

The purpose of the questionnaire is to request field input as to what the training experiences should include, and at what level in the training sequence they would be offered, for the regular classroom teacher and administrator to better meet the needs of the exceptional child. The Department and the Commission will utilize this input in formulating guidelines and Title 5 regulations for adoption by the Commission and approval by the State Board of Education.

Four major skill areas are presented for your information with more definitive sub-skills. You are asked to rank each skill in terms of its importance to a regular teacher and administrator in working with individuals who have exceptional needs (Special Education). Space is provided for you to add to this list as needed.

Return the completed questionnaire by May 1, 1978, to:

Paul K. Finkbeiner, Consultant
Commission for Teacher Preparation & Licensing
1020 "O" Street
Sacramento, California 95814

Directions: In the provided space indicate importance of skill for teacher and administrator.

1 = highest

5 = lowest

A. DIAGNOSTIC SKILLS

These skills include the abilities to:

Teacher Admin.

- | | | |
|-------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | 1. observe and understand children's behavior from a psychodynamic and learning theory framework; |
| _____ | _____ | 2. diagnose children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal testing procedures; |
| _____ | _____ | 3. assessment of the characteristics and behavior of exceptional pupils in terms of program and developmental needs; |
| _____ | _____ | 4. recognize the differences and similarities of exceptional and non-exceptional pupils. |
| _____ | _____ | 5. |

B. REMEDIATION-INTERVENTION SKILLS

Skills in this area are the ability to:

- | | | |
|-------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | 6. implement basic behavior modification programs; |
| _____ | _____ | 7. use role playing and behavior rehearsal techniques to help develop more appropriate classroom behaviors and conflict resolution skills; |
| _____ | _____ | 8. establish different levels of task structure for different children; |
| _____ | _____ | 9. use older and/or more skilled children to teach younger and/or less skilled children; |
| _____ | _____ | 10. involve children in problem solving discussions (rap sessions) about classroom procedures, human relations issues, and interpersonal behavior; |
| _____ | _____ | 11. use basic life-space interviewing techniques to provide emotional support and/or to teach children new behavioral tools; |
| _____ | _____ | 12. utilize various remedial materials and procedures in reading, language arts, math, and perceptual-motor development; |
| _____ | _____ | 13. apply diagnostic information toward the modification of traditional school curriculum and materials for selected children. |
| _____ | _____ | 14. |

C. INTERPERSONAL RELATIONSHIP SKILLS

Components of this skill area are the abilities to:

Teacher Admin.

- _____ 15. listen to and respond empathetically to student ideas, and perceptions;
- _____ 16. encourage and accept genuine feelings from students;
- _____ 17. discuss interpersonal relationships and human relations problems and issues with students and parents;
- _____ 18. communicate information in a non-threatening manner to teachers and parents.
- _____ 19.

D. KNOWLEDGE OF ENABLING LEGISLATION (AB 1250 AND P.L. 94-142)

- _____ 20. Knowledge of the concept of least restrictive environments and its implications for the instructional process.
- _____ 21. Knowledge of the admission, review, and dismissal processes and understanding of the individualized educational program for exceptional/handicapped pupils.
- _____ 22. Knowledge of alternative instructional programs.
- _____ 23.

E. IMPLEMENTATION STRATEGIES FOR TEACHERS AND ADMINISTRATORS

When and where training should take place:

- _____ electives at the undergraduate level
-
- _____ professional teacher preparation program (pre-service)
- _____ to be included in fifth-year requirements for the clear credential
- _____ specialized training at the pre-service or in-service level

F. RESPONDENT'S STATUS

- ☐ Teacher Regular Class ☐ Teacher Special Class ☐ Administrator ☐ Parent ☐ Institution of Higher Education
- ☐ Other Specify _____